

Tisbury Pre School

Inspection report for early years provision

Unique Reference Number	EY341483
Inspection date	13 September 2007
Inspector	Catherine Louise Sample
Setting Address	Fledglings, Weaveland Road, Tisbury, Salisbury, Wiltshire, SP3 6HJ
Telephone number	01747 871405
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Registered person	The Trustees of Tisbury Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tisbury Pre-School operates from its own converted premises on a school site in the village of Tisbury. The pre-school is managed by a committee of parents and has been open for many years. It has been at its present site since September 2006. Most of the children who attend live in the local area. The pre-school is registered to care for 18 children aged between two and under five years. It is open five days a week during school term times with sessions running from 09:00 to 12:00. A lunch club operates after some sessions according to demand.

There are currently 16 children on roll, of whom 12 receive funding for nursery education. The pre-school supports children who have learning difficulties and/or disabilities. Currently there are no children who speak English as an additional language. There are four staff who work with the children. Of these, two hold an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about good hygiene practice. They follow thorough hand washing procedures that are displayed clearly on the wall in the cloakroom. They know that they need to wash their hands. For example, a child states that he has forgotten to wash his hands before snack time and goes back to the cloakroom to wash them before he eats. Children talk with staff about germs on food that falls on the floor. A health visitor and a dentist have been to visit to talk to the children about healthy practice.

Children's hygiene needs are met well. They use liquid soap and paper towels when washing and drying their hands. This helps to prevent cross infection. There are guidelines about hand washing for adults in the kitchen and staff use colour coded cloths for different cleaning jobs. There is a daily cleaning rota to ensure that the premises are kept clean.

Children have healthy food and drink. They eat snacks of fruit and crackers and particularly enjoy having raisins. They can help themselves to drinking water at any time both indoors and outside. Food intolerances and allergies are displayed in the kitchen to ensure that all staff and volunteers are aware of them. Parents are given written information about suitable and healthy contents for lunchboxes. Children are learning about healthy eating. They take part in cooking activities and taste new foods. They chat at snack time about what foods are good for them.

Children are protected well from illness and infection. There is a detailed sickness policy that includes exclusion periods for sickness and diarrhoea and other infectious illness such as conjunctivitis. The pre-school also has information about medical matters such as what to do in the case of an influenza pandemic. Children are helped to keep fit through regular exercise. They use outdoor play apparatus as well as bikes, scooters, hoops and bean bags.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are learning about how to stay safe. They have visited the fire station and had a visit from a police officer. They are becoming aware of personal safety. A child asks for a helmet when they ride on a bike and another asks for their doll to be properly strapped into the bike seat so that she is safe. Staff highlight safety issues. They tell children not to throw sand because it could hurt someone's eyes.

Children can move about the setting safely due to effective measures. There is a detailed risk assessment in place which is regularly reviewed. The premises are secure at all times and visitors are monitored. Safety equipment such as a stair gate and socket covers are used to ensure a safe environment for children. Staff are vigilant at all times. They tell one another when they leave the room and what they are doing. There is a fire evacuation plan in place and children take part in fire drills. However, there is no record of a fire drill since May and new children have not taken part in a fire drill or heard the alarm. This could cause confusion and delay in an emergency situation.

Children's safety outside is ensured through positive measures. The outdoor play area is fully enclosed and the gate is locked. There are no poisonous plants or standing water. Play equipment is regularly checked for safety. Risk assessments are made for outings and parents are asked to come too, to ensure a good adult to child ratio.

Children's welfare is protected through the staff's sound understanding of child protection issues. All staff and volunteers are given a child protection awareness sheet to ensure that they can recognise possible indicators of abuse. The pre-school has a detailed procedure to follow in the event of concerns about a child. A child protection statement and flowchart of procedures is displayed on the parent notice board to ensure that parents are made aware of the pre-school's duty to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident. They ask adults to come and see what they are doing and proudly show off their achievements. Their self esteem is boosted by the frequent encouragement and praise given by staff. They tell children that they have done a really good job and praise them when they listen well at story time. Children benefit from high levels of adult support. For example, a new child sits on the knee of a member of staff and is helped to ride a bike outside. Children are becoming independent. They go to the toilet and wash their hands by themselves and help themselves to drinks. Staff encourage them to try to do things by themselves when they ask for help. For example, a member of staff asks a child if they can work out how to make a sandcastle by themselves.

Children have good opportunities to make choices. They can self select activities during free play and toys are stored in low units to ensure that they are easily accessible. There is a wide range of toys and equipment. For example, children can choose from a varied range of mathematical resources and construction toys. The outdoor play area is set up with resources such as puzzles and lentils in a sand tray as well as physical play equipment. Children benefit from a stimulating range of activities which are based on half termly topics. Planned activities link closely to the Birth to three matters framework and the Foundation Stage curriculum. Children enjoy activities including painting pictures of their families, chalking around people lying on the floor and building a den under the climbing frame.

Nursery Education

Teaching and learning are good. Children are motivated to learn and eager to try different activities. They are good at concentrating on self chosen tasks such as water play. They display confidence as they chat to adults about what they are doing and how they are feeling. They have positive relationships with one another and older children take on the responsibility of helping children that have just started to attend. They behave well and are learning to share and take turns. They have many independent skills such as pouring their own drinks and are good at practical problem solving. For example, a child realises that they need to take out the plug before the water overflows from the basin. Children also have good opportunities to solve number problems such as working out how many plates are needed at snack time. They have many opportunities to count such as at registration. They often use number language in their play and show interest in numbers. For example, they talk about how old they are. They are exploring space and volume through activities such as water and sand play.

Most children speak confidently and can talk about what they are doing. They are also good listeners. They are attentive during story time and enjoy being read to and looking at books. There is print displayed around the pre-school to help children learn that it carries meaning. Children also have name cards and named pegs to help them recognise familiar words. They have good opportunities to mark-make and develop early writing skills. They also have varied opportunities to explore different media and materials. They make textured paintings with

lentils and roll toy cars through paint to see what marks they make. They have also painted self portraits and done paintings of their families. They have regular opportunities to use musical instruments and enjoy singing at the end of every session. They also enjoy using their imaginations in role play as they look after dolls and build a den under the climbing frame.

Children explore a varied range of materials including sand, water and lentils. They also use a feely box to investigate texture and shape. They use the computer daily and also use keyboards, telephones and cameras. They talk about their lives at home and are becoming aware of the local area by looking at a map and the position of key buildings in the village. They are learning about other cultures and beliefs by using multicultural resources and celebrating festivals from around the world. They use a variety of construction materials to design and build with. They can also use a varied range of tools including brushes, scissors and play dough cutters. This helps them to develop their fine motor skills. They use large apparatus such as a climbing frame, to encourage gross motor skills. Children move around confidently. They ride bikes and scooters without colliding and understand the need to go around obstacles. They are learning about their bodies and healthy practice through planned activities and visits from the dentist and health visitor.

Staff have a sound understanding of the Foundation Stage curriculum and use this when planning activities and recording children's progress. They know what children can learn from activities and are able to challenge them appropriately. For example, staff ask children questions such as 'Why do you think that is?' They regularly record observations of children's achievements and use this information to plan the next steps in each child's learning. Planning is closely linked to the Foundation Stage and is evaluated fully to assess the success of the activities. Activity plans target individual children and this ensures that all make good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children play an active role in the local community. The pre-school has strong links with the adjacent school and children are invited to the annual sports day. The children have also attended the church fete and a tree festival. They contribute positively to the setting. They help to tidy up and put away their mats after registration. They have positive relationships with one another. For example, a child reassures another that has only just started at the group.

Children are well behaved. They are good at taking turns on the scooters and bikes and are learning to share toys such as dolls. Some children can recognise their feelings and seek support from staff to negotiate with children that are annoying them. There are golden rules which the staff go through weekly with the children so that they remember them. Staff manage children's behaviour effectively. They identify and avoid triggers for bad behaviour and use positive praise for desired behaviour such as sharing.

Children are learning about wider society. They frequently use resources that reflect positive images of diversity including multicultural dolls, books and posters. There are pictures displayed that show children from around the world and a welcome poster in different languages. Children and staff discuss differences in people such as some needing glasses or a walking stick.

Children with learning difficulties and/or disabilities are cared for well. The pre-school accesses funding for one to one support and staff use effective methods to meet children's needs. For example, by using the Picture Exchange Communication System. The Special Educational Needs

Coordinator (SENCO) has excellent links with portage, speech and language therapists and the area SENCO. Children with additional needs are fully included in activities due to high levels of adult support. All children are able to use signing to ask for raisins and to accompany their welcome song.

Children benefit from an effective working relationship between the parents and staff. Parents have access to a wide range of information about the setting including a detailed prospectus, an informative notice board and a whiteboard which is updated daily. There is a suggestions box which offers parents the opportunity to give feedback. Staff share information with parents through regular discussion and termly meetings. Parents find staff approachable and helpful.

Partnership with parents is good. Parents know about the Foundation Stage curriculum and know what their children are learning. They meet with staff termly to discuss their children's progress and to see their records. Staff send out regular sheets showing what topics the children are covering at pre-school and how the parents could encourage them at home. Parents are asked to complete an initial profile form for their children. However, this is concerned with care issues rather than education. Parents, therefore, do not have a formal opportunity to share what their child already knows and has achieved before starting at the pre-school.

Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Children benefit from a well organised environment. There is plenty of play space with a quiet area for looking at books and using the computer. There is also a very large outdoor area which is used for a wide variety of activities. The atmosphere is welcoming with attractive displays of children's work and named pegs for them to hang their coats on. Resources are also well organised. Children can easily access toys and equipment from low storage units.

Children benefit from having suitable staff. There are rigorous procedures in place to ensure the suitability of those working with children. Staff and regular helpers are police checked and the committee takes up references and ask for any medical information that may be relevant. Children's care and education are enhanced by having an appropriate ratio of well trained staff. The full time staff both have Level 3 qualifications in childcare and attend regular training and workshops. One part-time member of staff is keen to further develop her skills.

Children's welfare is enhanced through the keeping of all necessary records, policies and procedures. The pre-school has a detailed policy and procedure document that covers all areas of its operation. All necessary records are kept accurately. For example, an attendance register is kept and accidents are fully recorded. There is a full complaints procedure and staff are aware of the need to keep a record of any complaints made by parents.

Leadership and management is good. Staff are well managed. There is a full induction process in place and annual appraisals ensure the continuing suitability of staff. There is clear staff deployment and members of staff have ongoing discussions as well as regular meetings to discuss the provision and any issues arising. There are good links between the supervisor and the chair of the committee. They have weekly meetings and frequent discussions. They evaluate the success of the provision and the supervisor has completed a self evaluation with full supporting evidence. She is able to identify areas for development and areas that are strong. The pre-school has clear plans for the future that include the possible offering of full day care

and further development of the outdoor area to allow children more freedom of movement between the indoors and outdoors.

Overall the provider meets the needs of the range of children for whom they provide

Improvements since the last inspection

At the last inspection the pre-school was required to put robust procedures in place to ensure the suitability of staff and those having unsupervised access to children. It was also required to continue with plans to develop the outdoor play area.

There are now rigorous measures in place to ensure children's safety. Staff and those having unsupervised contact with the children are all vetted and their references are followed up. They are also asked to give details of any health issues and these are followed up as necessary. These measures enhance the children's safety. The pre-school has now completed the outdoor play area. It offers extensive play space and is used for a wide variety of activities in addition to physical play. This ensures that children's learning and enjoyment are enhanced.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children take part in regular fire drills

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that parents have the opportunity to contribute what they know about their child's progress when they start nursery education

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk